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### Letter from the President: *David Broersma*

Greetings, CELEA Colleagues and Friends,

What a year we have had! As I reflect on the way 2020 has unfolded around the world, I am reminded about the things that matter to me.

I am grateful for people who find practical ways to love their neighbors meaningfully. I have found more people like this in TESOL circles than I have anywhere else. I love to see teachers of English really listening to students struggling to express themselves in English, listening not just for comprehension and content, but listening to the heart. More than ever, we need to reach beyond our differences and embrace one another. The CELEA Board recently released a statement on racial diversity and discrimination because we are convinced that we are incomplete without all the multi-faceted ways that human beings reflect the image of God.

I am grateful for people, like you, who are committed both to your faith and to professionalism in your vocation. Participating in the community of CELEA is just one way that you demonstrate that you want to keep growing. We are very excited about the way that the CELT Conference can contribute to this. We will miss seeing you all in person in March, but we are hoping that we will have the biggest and most diverse CELT yet, since people do not have to buy plane tickets to attend.

I am grateful that God is still the sovereign Lord over all the earth. Regardless of pandemics, political divisions, natural and man-made disasters around the world, God is sitting on His throne, and He will ultimately make all things right.

Thank you for the part you play in helping the world to experience the kingdom of God in action.

Sincerely, *David Broersma*



## The Editor's Note



Photo cred: Hannah Cole

Dear CELEA Community,

Has this past year caused you to meditate on some of the callings you have from God? Maybe you have considered how to take further steps toward fulfilling those callings, or perhaps you have renewed your commitment to faithfulness and integrity in the path you have long been walking. As school systems were shaken worldwide this year, I reflected on the privilege that is *high-quality, faith-influenced education*. Many of us reading this have benefited from that privilege, either as a student, a teacher, or both. I have been praying and consulting about how to bring a slice of that to my local community in Ecuador.

Another privilege is connecting with Christian TESOL professionals. The **2021 CELT Conference** is going to be virtual! Who could you invite who might otherwise be deterred by distance or resources?

I am so grateful for each article contributor. In this issue, we are featuring more tech tools for your teaching, as well as some excellent media applications based on successful in-class experience. Importantly, we're reminded to look "beyond the screen" in a timely, heartfelt reflection.

After you check out the impressive "Christian Faith and TESOL Booklist," we would love to hear your experiences with any of the books! Did you read some as a student or use them in teaching? Please send us your feedback at: [celeanewsletter@gmail.com](mailto:celeanewsletter@gmail.com). We would also like to hear **your recommendations** for **journal articles** related to Christian faith and TESOL.

As Christians in TESOL, we thank Him at all times and give Him glory, for anything good that we have or are comes from Him. "Not to us, O LORD, not to us, but to your name give glory, for the sake of your steadfast love and your faithfulness!" (Psalm 115:1, ESV)

~Hannah Cole



*Would you like to be featured in our newsletter?*

**CELEA NEWS welcomes your submissions.**

- ★ Classroom **activities** or teaching **techniques**
- ★ **Reflections** on experiences or interests in TESOL
- ★ **Research reports**
- ★ **Book reviews**
- ★ **Student** submissions (soon-to-be TESOL professionals)
- ★ Other ideas? Please write to: [celeanewsletter@gmail.com](mailto:celeanewsletter@gmail.com)

### **Editorial Team:**

Maxine Pond  
Annie Wong  
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# Christians in English Language Teaching (CELT) Virtual Conference

## March 5-6, 2021

### CALL FOR PROPOSALS

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We are happy to announce that the 2021 conference will be held virtually! With the barrier of travel eliminated, we hope to have wider participation from people all around the globe. The CELT Virtual Conference will take place on March 5-6, 2021, from 1:00-5:00 pm (PT).

The theme of the conference is **Imago Dei: Celebrating the Beauty and Benefits of Diversity**. Every human being has been created in the image of God, wonderfully created to think rationally, to create, and to fulfill personal potential. At the same time, each human being on earth is beautifully unique, contributing to the world in a way no one else can. This year at the CELT Virtual Conference, let's reflect on how diversity, in all its facets, including culture, perspectives, geographic locations, ages, identities, and language teaching contexts, all contribute to bring us so much beauty and so many benefits.

Presentation proposals must be informed by a Christian perspective. This means that you can present your secular TESOL presentation when it is accompanied by your Biblical worldview. Presentations may highlight theory, research, or practice, and may focus on educational, linguistic, cultural, practical, or spiritual issues related to English language teachers. You will select the strand below that best describes your presentation. For descriptions and examples of each strand, see pages that follow, or go to the following link:

<http://bit.ly/CELTStrands>

Proposals will be reviewed according to the following criteria: clarity of ideas, pertinence to audience, Christian distinctiveness, and that it is supported by recognized theory, research, and/or practice.

There are two types of virtual sessions that you can submit a proposal for: a thirty-minute or a 5-minute presentation.

**30-Minute Presentation** = 8-12 minute video/presentation + discussion

**5-minute Lightning Talk** = One slide. Share an activity, a reflection, a cultural insight, or a praise

We are excited about hosting an event that brings educators into a community who are committed to following Christ and sharing His goodness through the instruction of the English language. We appreciate your interest in sharing your expertise and experiences with others.

**We invite you to submit a proposal before December 1, 2020, by filling out the form at: [bit.ly/CELT2021](http://bit.ly/CELT2021)**

## The Other Side of the Screen

by Catherine Jane

*On the other side of the screen is not just an electrically-generated image, or a conglomeration of typed words, but a person- a whole person- in need of grace.*

As educators, many of us find ourselves doing the bulk of our work and social interaction from behind a computer screen during this unprecedented time. It's easy to forget that there's more than meets the eye - more than just twenty-six little squares on my Zoom gallery view. Each square is a whole person with dreams, fears, disappointments, concerns and loved ones.



I found this very true in my own life a few months ago at the onset of COVID-related curfews and lockdowns that were happening in the country where I reside and teach English at a local university. My expat roommate and I were in survival mode as the government announced the closing of supermarkets, restaurants, and other public places as well as laws about wearing face masks. We were trying to figure out where and when to buy groceries, how to get masks, and how to teach English and study our foreign language via Zoom.

One night, as I happened to check my Facebook messages before bed, I received a message from a man explaining that he and his brother were my biological half-brothers. We had been matched through a popular DNA test we both had done. My head was spinning! How was I going to teach the next day?!

The next morning, I taught three or four hours of English and had my own language lesson. I'm not sure how I managed to focus - all I could think about was my brothers and our other siblings, not to mention how I was going to make it to the grocery store before the COVID curfew. I wondered what my students and language tutor had thought of me as they saw me on the other side of the screen that day. Could they see that my mind was somewhere else? Had they noticed both the joy and questions about my brothers, as well as the uncertainties of life that I felt were written all over me?

I'm so thankful for God's grace which got me through that day (as well as my entire life up until now). After the initial shock wore off, I began to talk with trusted friends about what I had been dealing with. This experience was a keen reminder that I don't know what everyone else is going through. I need to be mindful and kind, at the very least.

If my students aren't performing as well as I expected, aren't as attentive as usual, or are just in a bad mood, I may need to extend some extra grace. The same applies if my co-worker replies

to my email in a less-than-positive way, or doesn't respond at all. We need to give our students, those around us, and especially ourselves grace during these trying days. We must seek to address someone as a whole person, and not just as a one-dimensional image on the other side of the screen.

Maslow's hierarchy of needs tells us that if a person's basic needs aren't being met, it will be difficult for them to learn (Gawel, 1996). Krashen's affective filter hypothesis explains that if the learner doesn't feel safe, their affective filter will be high, inhibiting the learning process (Lin, 2008). We are not in a position to meet all of our students' needs. However, by first caring for ourselves, and then encouraging and extending grace to others, I believe we can make a positive difference in our students' lives, in and out of class.



Here are some ideas for practical applications:

- Care for yourself first. A burned-out, stressed teacher isn't going to have much to offer. Know when you need to take breaks, talk to a friend, or treat yourself to some "self-care," whatever that looks like for you.
- Be supportive and encouraging to coworkers and co-teachers. Begin your emails, Zoom calls or other communications by asking the other person how they are. Then, really listen for an answer. Look for ways to help when you can.
- Make your classes structured, but low-stress. By telling your students what to expect in a lesson, they may feel more secure by facing fewer unknowns. When possible, give your students choices, which help them feel in control of their learning, although other areas of their life may feel out of their control. Create discussion groups where students can talk about the class as well as current events or issues that concern them. Avoid "busy work" and give clear directions for all assignments.
- Be available to students. Have a "virtual office hour." Plan to meet outside of class in a park or virtually. Educate students on healthy habits like exercise, how to de-stress, where to turn if they need help.

The next time you communicate with someone on the other side of the screen, will you stop for a moment and remember to see them as a whole person?

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Photo cred: Catherine Jane

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## Faith in ELT Discussion e-list

Are you a member of the TESOL International Association? If so, are you aware that there is a Faith in English Language Teaching e-list within the organization? While it has not been very active the last year or so, we hope to change that. Michael McDougale of LCC International University in Lithuania has agreed to serve as Facilitator/Moderator, and we hope that we will all learn to share resources and ideas more regularly once again through this forum.

If you are a TESOL member, you can check if you are signed up to receive messages from the Faith in ELT list by signing in on [tesol.org](https://www.tesol.org) and checking My Subscriptions. If you ever have a resource or information to share, you can click on the right side on "Connect with myTESOL". On the next page along the top click on "Participate" where the drop down menu allows you to "post a message". Then you can create a thread and click on "SELECT COM" where the drop down includes Faith in ELT. You can include a subject heading and add your message (with any relevant attachment) and then share. It will be sent out to the Faith in ELT community, which is currently about 350 strong.

*Let your speech always be with grace, seasoned with salt, that you may know how you ought to answer each one. (Colossians 4:6, NKJV)*

# TESOL Tech Tools: Which ones could you use right now?

by Annie Wong

## *Surveys and Quizzes*

**Kahoot!** (<https://kahoot.com/>)

Kahoot! is a fun and interactive platform that promotes positive competition (Kahoot, 2019). Setting up an online quiz is fairly easy and it can be customized with images and timed questions. Games can be played on mobile devices and computers. The program is not as conducive to longer questions (such as ones that include reading passages) and stops at 240 seconds. It works well for quick grammar or vocabulary questions.



## *Language and Creativity*

**Canva** (<https://www.canva.com/education>)

Canva can be used for project-based learning on iOS, Android, and desktops. The application allows users to design posters, flyers, infographics, and more using templates or blank canvases. For creating resumes or posters, the templates are more innovative than those available in Microsoft Word or Google Documents. Some images have the company watermark in the basic (free) version.

## *Class Collaboration*

**Padlet** (<https://padlet.com/features>)

Padlet is a user-friendly platform that allows students and teachers to collaborate in real-time to create a virtual board. Eight types of templates are available: wall, canvas, stream, grid, shelf, backchannel, map, and timeline. Use it for brainstorming, commenting, note-taking, or allowing students to ask questions anonymously. Other uses include collecting student responses, gathering students' work into an online portfolio, or providing a space for "warm fuzzies" where students write compliments at the end of the school year. The free version only allows up to three boards, and the creator of the padlet needs to remember to turn on features like "comment" because it is not turned on by default.



## *Movies in the Classroom*

### **Teach with Movies** (<http://teachwithmovies.org/faq>)

“Teach with Movies” (TWM) is a great website with curriculum written by educators using movies, film clips, and TV shows. Students practice their listening skills and are exposed to “contemporary English and its inflection” when they watch the movies (Teach with Movies, n.d.). The lessons and worksheets are searchable by subject and movie. The site is not designed specifically for ELL teachers, so it does not have ELL-specific topics or searchable categories for ELL learning outcomes.



## *Vocabulary and Grammar*

### **Oxford Learner’s Dictionary**

(<https://www.oxfordlearnersdictionaries.com/>)

The Oxford Learner’s Dictionary is one of the top online learner dictionaries and has easy navigation. In a definition entry, several examples of simple sentences and collocations are displayed. This is followed by dropdown sections that provide extra examples and word origins. For verbs, there is a drop-down that lists the conjugations for present simple, past simple, and past participle with audio icons, which include both British and American English variations. Each entry includes collocations, definitions, idioms and phrasal verbs. Premium word lists and have access to more videos, audio clips, and activities.

## *Pronunciation*

### **Rachel’s English** (<https://rachelsenglish.com/>)

Rachel provides over 400 videos that help students learn how to speak with American English pronunciation, and she continues to make videos regularly. The website is a great resource to find videos on specific pronunciation challenges. A downside to the website is that there are many links or pop-ups that advertise Rachel’s English Academy. However, this should not deter teachers from recommending it as a resource or assigning videos for students to watch as homework.



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**Annie Wong** is currently a STEM administrator at Azusa Pacific University assisting engineering and computer science faculty and students. She holds an M.A. in TESOL, and has taught English domestically and in Myanmar, Taiwan, and Korea. Annie has worked in the education and non-profit sectors for over 15 years, including the U.S. Center for World Mission (currently Frontier Ventures) and World Vision International. Contact her via email ([anniewongtesol@gmail.com](mailto:anniewongtesol@gmail.com)), Instagram (@[annieintesol](https://www.instagram.com/annieintesol)), or LinkedIn (<https://www.linkedin.com/in/anniewong7/>).



# Hip-Hop in the English Language Classroom

by Kevin Kelsey

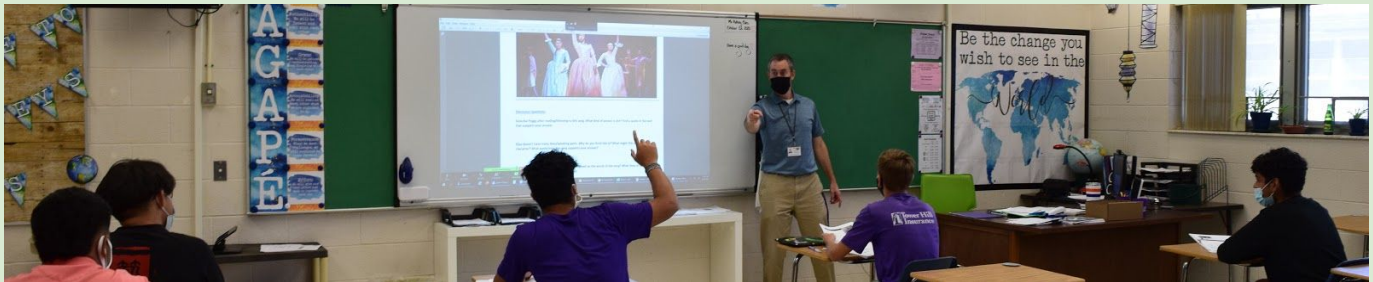


Photo credit: Kevin Kelsey

While it may not be everyone's music of choice, hip-hop is a cultural force across the globe. As increasing numbers of English language learners (ELLs) are influenced by hip-hop culture worldwide, savvy teachers can take advantage of hip-hop's popularity to engage students in meaningful learning tasks. Despite some negative elements typically found in this musical genre (foul language, misogynistic lyrics, violence, and a focus on material wealth), when exploited pedagogically, hip-hop can play a vital role in the language learning classroom. It is word-centered, uses colloquial "street" language, and is characterized by colorful word-play and experimentation.

Fortunately, Christian English language teachers who may otherwise be hesitant to embrace hip-hop music in their classrooms have an excellent resource at their disposal in the form of the Christian Hip-Hop (CHH) movement. CHH artists, particularly the ethnically diverse and socially-conscious members of [Reach Records](#), offer rich lyrical and spiritual content that can be used to create a variety of classroom activities. These hip-hop artists frequently produce high-quality, engaging, and thought-provoking videos which can be watched and discussed by teachers and students.

Given that many educational institutions have recently moved their instruction online due to the global pandemic, these videos can be easily accessed by language learners and discussed as a class by video-conferencing and screen sharing platforms.

Hip-hop can be used to create speaking and writing activities to focus learner development in two main areas: (1) fluency in language use and (2) language identity formation. To promote language fluency, the fast pace and word-centered structure of hip-hop can be employed to create self-expression activities for oral or written practice. Hip-hop music proves the perfect medium for fluency practice because the musical form itself is fluency-based, promoting a "flow" of words. Teachers can also make creative use of hip-hop lyrics to help students build upon their identity as ELLs, as its lyrical content often involves individual and group identity formation.

I have used several songs and videos by Reach Records artists in both my adult and high school ESOL classrooms. An example of what I believe is a perfect recording for encouraging language fluency and identity formation among ELLs is "[Welcome to America](#)" by Lecrae,

Grammy-winning hip-hop artist and co-founder of Reach Records.



Photo by Rolando from Reshot

In the third verse Lecrae raps from the perspective of an immigrant attempting to come to the U.S. As most of my students are immigrants, or children of immigrants, the verse is particularly relevant. After listening to the verse, my students and I discuss the lyrics, the main idea, and whether or not they identify with any of the perspectives Lecrae highlights. Students are then tasked with writing a response describing their experience moving to America, including what they thought about America before they moved, and both their positive and negative experiences after they moved. Every time I have assigned this activity my students have greatly encouraged me with both the length of their writing (several paragraphs to multiple pages!) and the depth of their insight.

While CHH offers plenty of high-quality, spiritually-focused audio and video options for

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engaging students, teachers in some contexts may be constrained from featuring rap music that explicitly discusses Christian theology and themes in their classrooms. I face this constraint in my work as a public high school teacher. One widely embraced and highly regarded resource I have been using with my high school ESOL students is *Hamilton*, the hip-hop inspired musical written by Lin-Manuel Miranda. Capitalizing on its recent resurgence in popularity thanks to its theatrical release on Disney+ this past summer, my students and I have been spending time listening to and discussing the lyrics to selected songs from the musical. *Hamilton* is rich in its vocabulary, lyricism, and artistic creativity, and lends itself perfectly to analysis and discussion of character development, plot, primary source material, authorial intent, and creative license. Despite the limited amount of crass language and profanity found in the musical, embedded within the story are Biblical themes such as self-sacrifice, sin and brokenness, forgiveness, and leaving a legacy for future generations. As my students and I continue on this inspiring journey through the story of *Hamilton*, I hope to incorporate more written responses to various themes in the musical, tapping into my students' innate desire to tell their own stories.

Yes, hip-hop music can be a problematic, confusing, and off-putting genre for some. However, with high-quality, spiritually-oriented, and creative content options, hip-hop can be an engaging and effective medium to enhance the language learning experience of ELLs.

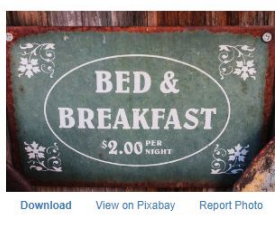
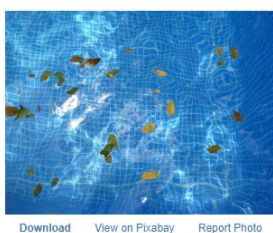
## Safe In-Class Photo Searching for Students

by Erik Bentley

Have you ever wanted to have students search for pictures in class but were leery to do so because you did not know what might appear, especially when a simple misspelling can give you something far different? Do not be dismayed. [Photos for Class](#) is the safe place to go for in-class student photos with age appropriate images, proprietary filters, automatic citation provided and images licensed for public use.

### Photos for Class

Since [Photos for Class](#) does not have as extensive a library of images as mainstream search engines, the searches do not always provide what you may be looking for as was the case when I searched [complimentary](#) and was given only these two pictures.



I modified my search a variety of ways and with [hotel breakfast](#) I came up with this picture.



Then I found the picture below by searching [hotel guest room](#) to which I added text using [AddText.com](#).



While this can prolong searching for pictures, it gives students the opportunity to think of other words they might use to find what they are looking for, and you don't have to worry about what might show up on the screen.



*Erik Bentley is a child of the Living God, husband of an amazing wife, and father of a vivacious daughter. He has taught English for over 20 years in a variety of contexts and is currently teaching in Japan. He is pursuing an MA in TESOL from Biola University. Contact: [erik.g.bentley@biola.edu](mailto:erik.g.bentley@biola.edu)*

### ➤ Note from CELEA President, David Broersma:



Dr. Kitty Purgason has been a long-term member and contributor to CELEA, and she has actively supported others to become better language teachers and learners for many years. She was the winner of the Earl Stevick Award in 2019, and she is currently Professor Emeritus of Biola University. We asked her if she would be willing to compile a book list of useful resources for TESOL professionals around the world to share with our members and readers. As we prepared to publish it, we received a few additional titles from past and present CELEA board members.

Regardless of whether you are just starting out or have been around TESOL for a long time, we are confident you will find helpful resources in this list. If you have comments or experience with a particular book (or several!), please send your feedback to [celeanewsletter@gmail.com](mailto:celeanewsletter@gmail.com), to be published in a future edition of the newsletter.

## Christian Faith and TESOL Booklist

*\*Titles for those new to the field are in bold.*

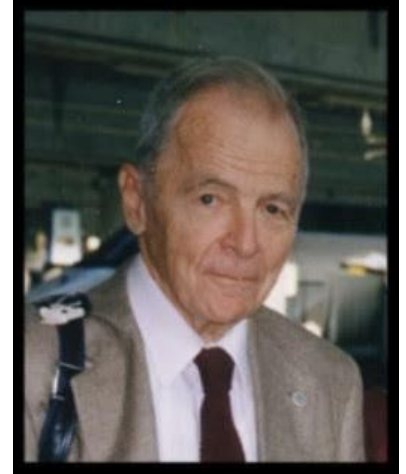
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We welcome your **feedback** on any of these titles, and we invite you to send us your **recommended journal articles** for Christian faith and TESOL as well! [celeanewsletter@gmail.com](mailto:celeanewsletter@gmail.com)

## Call for nominations

# Earl W. Stevick Award 2021



The Earl W. Stevick Award honors members of the English language teaching profession who embody some of the characteristics of Dr. Stevick in their teaching, mentoring of teachers, scholarship, service to the field, and living out the life of Christ in this profession.

The winner of the Stevick Award will receive a plaque with an appropriate inscription and a monetary award of \$300. The award will be given at the CELT VIRTUAL Conference on March 5-6, 2021.

If you would like to nominate a candidate for the Stevick Award, please send the following three documents to [askcelea@gmail.com](mailto:askcelea@gmail.com).

1. A letter of nomination stating why this nominee should be named the recipient of the Earl W. Stevick Award. This letter should explain specific ways in which the nominee has embodied some of the characteristics of Dr. Stevick in living out the life of Christ in this profession (See these [two articles about Dr. Stevick in the Fall 2014 CELEA News](#)). This letter should describe how the nominee has engaged in the kinds of activities that Dr. Stevick valued, including:
  - mentoring of teachers (provide stories of support)
  - engaging in scholarship (describe the scholarly productions)
  - serving the profession (describe the service)
  - doing lay ministry behind the scenes (provide examples)
2. A full CV of the nominee
3. A letter of reference from another individual who knows the nominee well. For example, this letter could be written by someone who has been mentored by this nominee or who can speak to this nominee's Christian faith, scholarship, and/or influence beyond evangelical circles.

Nominees are not limited to CELEA members; anyone may be nominated. Nominations are due 15 January 2021. Write to [askcelea@gmail.com](mailto:askcelea@gmail.com).